DOCUMENT RESUME

ED 028 272 VT 007 902

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Supply And Demand For Teachers Of Vocational Agriculture In The United States For The 1967-68 School Year.

Ohio State Univ., Columbus. Dept. of Agricultural Education.
Pub Date 68
Note-27p.
EDRS Price MF-$0.25 HC-$1.45
Descriptors-*Agricultural Education, Questionnaires, Surveys, Teacher Certification, Teacher Education, Teacher Placement, *Teacher Recruitment, Teacher Selection, *Teacher Shortage, *Teacher Supply and Demand, *Vocational Agriculture Teachers

A fourth annual study of the supply and demand for teachers of vocational agriculture was conducted to determine: (1) the number of graduates qualified for teaching, (2) the number of graduates entering various teaching and non-teaching positions, (3) the number of teaching positions requiring replacement the previous years, (4) the number of teachers holding emergency or temporary certificates, (5) positions in new types of programs, and (6) an estimate of required teachers by the year 1970. Head state supervisors and teacher educators responded to a questionnaire in August 1968 to provide the necessary information. Some findings were: (1) 942 replacements were needed during the 1968-68 school year, (2) 141 teachers were needed but unavailable on August 1, 1968, (3) 65 departments were unable to operate in 1967-68 because of the teacher shortage, (4) The rate of turnover decreased 8.9 percent, (5) More teachers utilized temporary or emergency certificates in 1968, (6) 62 percent of the qualified total entered teaching, (7) Qualified agricultural education graduates increased from 1,038 in 1965 to 1,314 in 1968, (8) Teaching positions rose during the same period by 228, and (9) An increasing number of teachers were involved with new programs of vocational agriculture. (DM)

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SUPPLY AND DEMAND FOR TEACHERS OF VOCATIONAL AGRICULTURE IN THE UNITED STATES FOR THE 1967-68 SCHOOL YEAR.

A Staff Study by Ralph J. Woodin

Issued by
The Department of Agricultural Education
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VT007902

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SUPPLY AND DEMAND FOR TEACHERS OF VOCATIONAL AGRICULTURE IN THE UNITED STATES FOR THE 1967-68 SCHOOL YEAR

Introduction

This is the fourth annual report of the supply and demand for teachers of vocational agriculture. The first survey was made for the 1964-65 school year and similar surveys have been made each year since.

In July of 1965 a committee was appointed by the Agricultural Education Division of the American Vocational Association to plan a nationwide program of recruitment. This committee, The Professional Personnel Recruitment Committee, consists of six members made up of teacher educators, supervisors, and representatives of the National Vocational Agriculture Teachers Association. The committee has directed a nationwide recruitment campaign beamed largely to teachers of vocational agriculture.

Being unable to locate comprehensive and up-to-date information on teacher supply and demand the committee asked the writer, who is also chairman of the committee, to undertake these surveys. These annual surveys have served as an important guide to the committee as they have planned a nationwide recruitment effort.

This year's study is a continuation of those of previous years, but with the addition of providing more information on types of teaching positions in the nation.

Purposes

The specific purposes of the study were:

1. To determine the number of graduates in agricultural education in the United States who were qualified for teaching during the 1967-68 school year.
2. To determine the number of graduates entering various teaching and non-teaching positions.

3. To determine the number of vocational agriculture teaching positions requiring replacements during the previous school year.

4. To determine the number of teachers holding emergency or temporary certificates.

5. To identify the number and types of positions in teaching vocational agriculture including those involving new types of programs.

6. To secure an estimate of the number of teachers which will be required by the year 1970.

Procedures Used in the Study

Head state supervisors and teacher educators supplied the information used in this study. Each of these persons received a questionnaire about August 1, 1968 in which they were asked to provide information regarding graduates qualified and teaching positions available in vocational agriculture. A copy of the questionnaire for supervisors and for teacher educators is included in the appendix.

The survey requested information from supervisors regarding the number of teaching positions existing in the state, the number of replacements needed and the number of new and additional positions which had developed during the year. They were also asked to estimate the number of teachers needed by 1970 and to categorize these teachers in terms of the type of schools in which they taught, the responsibilities which they held for adult and high school classes, and the type of teaching position which they held.

Teacher educators were asked to give the number of graduates who had qualified for teaching vocational agriculture and various positions which they had assumed. Replies were received from state supervisors in each of the fifty states, except Alaska, and from all teacher education institutions in the United States which qualified teachers during the year. The data were then tabulated and certain comparisons made with earlier surveys.

MAJOR FINDINGS

Although the shortage of teachers of vocational agriculture was still serious there were indications that recruitment efforts had begun to pay dividends in terms of 276 more qualified graduates available during the year. Table 1 shows that 141 teachers were still needed but not available as of August 1, 1968 representing a total of 1.3 percent of all teachers.

TABLE 1

NUMBER OF TEACHING POSITIONS IN VOCATIONAL AGRICULTURE IN THE UNITED STATES IN 1968

Item	Number	Percent
Total positions as of 6/30/68	10,606	
Replacements required during 1967-68 school year	942	8.9
New positions added during 1967-68 school year	323	3.0
Teachers needed but unavailable 8/1/68	141	1.3
Teachers with temporary or emergency certificates	289	2.7
Departments which will not operate in 1968-69 because of the teacher shortage	65	.6
Estimated number of teaching positions by 1970	11,288	106.4

Last year 289 teachers holding temporary or emergency certificates were employed. This is an indication both of the shortage of fully qualified teachers and of a trend in employing technically qualified persons for teaching and providing them with professional teacher education after they begin teaching.

Perhaps the most serious effect of the teacher shortage was that 65 departments of vocational agriculture were unable to operate at the start of the 1968-69 school year. Probably many more would have opened

had an adequate supply of teachers been available. The number of positions in teaching showed some increase with 10,606 compared to 10,221 for the previous year. It should also be noted that the 942 replacements represented a turnover of 8.9% which was lower than that of the previous year.

Supervisors estimated further growth in the number of teaching positions by 1970 from the present level of 10,606 to 11, 288.

Number of Teaching Positions During The Past Four Years

Since this was the fourth year for this survey it was possible to make meaningful comparisons in numbers of teachers over this period of time.

TABLE 2

A FOUR YEAR COMPARISON OF TEACHING POSITIONS IN VOCATIONAL AGRICULTURE IN THE UNITED STATES

Item	1965	1966	1967	1968
Total positions	10,378	10,325	10,221	10,606
Replacements required during the year	1,003	1,077	1,104	942
New positions added during year	N.A.	265	232	323
Teachers needed but not available	120	162	232	141
Teachers with temporary or emergency certificates	N.A.	252	242	289
Estimated number of teaching positions by 1970	12,888	11,257	11,246	11,288

Table 2 shows that there had been an increase of 228 positions during the four year period or an average increase in number of teaching positions of 57 per year. This comparison shows that in each of the past four years

there had been a need for from 120 to 232 more teachers than were available.

Placement of Agricultural Education Graduates

The information in Table 3 is based upon returns from 76 institutions qualifying teachers of vocational agriculture. A total of 1,314 teachers were qualified by these 76 institutions last year, and of these 809 assumed teaching positions in vocational agriculture representing 61.6% of the total. Nearly 40% of those qualified, however, entered other fields of work. The largest number 10.3% entered the armed forces, followed by 7.8% entering graduate work, 7.8% entering other work, and 7.5% teaching other subjects--only 5% entered farming, farm sales, service or supply.

TABLE 3

FIRST OCCUPATIONS OF 1967-68 GRADUATES OF AGRICULTURAL EDUCATION

Occupation	Number	Percent
Teaching Vocational Agriculture	809	61.6
In Armed Forces	135	10.3
Graduate Work	102	7.8
Other Work	103	7.8
Teaching Other Subjects	99	7.5
Farm Sales, Service or Supply	26	2.0
Farming	40	3.0
Total	1,314	100

A number of reasons might explain why 40% of those qualified for teaching vocational agriculture entered other positions. Their training made them valuable for other positions in the agricultural industry. It can be expected that the interests of young people change and that some who prepared for teaching would find it less to their liking than they had expected. Teacher's salaries may have been too low to compete with other positions. Military service might influence not only those entering the armed forces but might also affect the numbers teaching and those entering graduate work.

The percentage of graduates entering the teaching profession during the past four years in shown in Table 4. While there was some increase in the number of qualified teachers entering the armed forces during this four year period the percentages of those entering teaching has remained remarkably stable. This suggests that recruitment efforts should be planned in terms of expecting only about 60% of those qualified to enter teaching. While this makes the recruitment task larger, it may result in better teachers in that those who enter teaching do so because they really want to teach.

TABLE 4

PERCENTAGES OF AGRICULTURAL EDUCATION GRADUATES ENTERING VARIOUS OCCUPATIONS

Occupation	1965	1966	1967	1968
Teaching Vocational Agriculture	64.6	61.4	60.2	61.6
Graduate Work	9.2	10.0	12.4	7.8
Other Work	4.7	8.2	7.2	7.8
In Armed Forces	6.7	7.0	5.5	10.3
Teaching Other Subjects	6.2	5.4	8.2	7.5
Farm Sales, Service or Supply	5.6	5.4	3.2	2.0
Farming	3.0	2.6	3.3	3.0
Total Number Qualified	1038	1151	1233	1314

Types of Teaching Positions

The changing responsibilities of teachers of vocational agriculture are shown in Table 5. Due to difficulties categorizing some types of teaching positions percentages within categories do not always total 100%.

Table 5 shows that a majority of teachers of vocational agriculture could be described as teaching both high school and adult young farmer classes, located in comprehensive high schools, teaching in single teacher departments and teaching full time production agricultural programs.

TABLE 5

TYPES OF TEACHING POSITIONS IN VOCATIONAL AGRICULTURE IN 1968

Type of Position	Number	Percent
By Kind of Students		
Teachers of adult and young farmer classes only	253	2.4
Teachers of high school classes only	3,375	31.8
Teachers of both high school and out-of-school classes (adult and/or young farmer classes)	6,899	65.0
Teachers of other types of post-high school classes	215	2.0
By Kind of School		
Teachers in post-high schools, technical institutes, and/or community colleges	294	2.8
Teachers in general or comprehensive high schools	9,970	94.0
Teachers in vocational schools	273	2.6
By Size of Staff		
Teachers in single teacher departments	7,505	70.8
Teachers in multiple teacher departments	3,246	30.6

TABLE 5 (continued)

Kind of Position	Number	Percent
By Kind of Programs		
Teachers in full time production agriculture programs	6,281	59.2
Teachers in part-time production agriculture programs	3,288	31.0
Teachers full time in programs such as: Agricultural Supplies, Agricultural Mechanics, Agricultural Products (Processing), Ornamental Horticulture, Agricultural Resources and Recreation, and Forestry	606	5.7
Teachers part time in programs such as: Agricultural Supplies, Agricultural Mechanics, Agricultural Products (Processing),Ornamental Horticulture, Horticulture Resources and Recreation, and Forestry	3,122	29.4

There are changes occurring, however, as indicated by the fact that in 1968, 253 or 2.4% of the teachers in the nation taught adult and young farmer classes only, 273 or 2.6% taught in vocational schools of some type and 294 or 2.8% taught in post-high school technical institutes or community colleges. Nearly a third of the teachers were located in multiple teacher departments.

More than one-third of the teachers taught either full time or part-time in new occupational programs in agriculture, such as: Agriculture Supplies, Agricultural Mechanics, Agricultural Products, Ornamental Horticulture, or Agricultural Resources. Twenty-nine percent taught such courses on a part-time basis, and nearly six percent were engaged in full time teaching of off-farm agricultural occupations.

Teaching Positions by States and Regions

Selected information regarding teaching positions by state and region is shown in Table 6.

Since the percent of turnover is quite constant from state to state the best indicator of the number of annual openings available in a state is the total number of teachers. In terms of numbers of teachers, Texas led with 1,155 followed by North Carolina with 607, Illinois with 518, California with 482, and Oklahoma with 392.

The number of teacher replacements was highest in the Southern Region which required 525, followed by the Central Region which needed 493, the Atlantic Region had need for 205, and the Pacific Region needing 183.

In new positions added in teaching vocational agriculture, more new positions were added in the Central Region with 139 positions, followed by the Southern Region with 85. The Atlantic Region added 51 and the Pacific Region 48. States adding the largest number of new teaching positions in vocational agriculture last year included Ohio with 29, Minnesota with 26, and North Carolina and Texas with 25 each.

The most acute shortages of teachers reported in 1968 were in Minnesota, North Carolina, Alabama, Kansas, Iowa, Pennsylvania and West Virginia.

TABLE 6

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, AUGUST, 1968

STATE	Total Positions 8/1/68	Number of New and Replacement Teachers Employed to 8/1/68	Teachers Still Needed 8/1/68	Total Teachers Needed	Estimated Number of Teachers Needed by 1970	New positions Added During past yr.
		North Atlantic Region				
New York	300	70	5	75	350	25
Pennsylvania	284	31	8	39	295	2
West Virginia	97	22	9	31	110	5
Massachusetts	83	9	0	9	86	2
Maryland	72	7	0	7	78	3
New Jersey	45	12	2	14	59	4
Connecticut	38	10	2	12	46	4
Vermont	23	4	0	4	35	2
Maine	20	4	1	5	25	1
Delaware	19	4	0	4	23	2
Rhode Island	11	2	0	2	12	0
New Hampshire	10	2	1	3	14	0
TOTAL FOR REGION	1022	177	28	205	1133	51

TABLE 6 (continued)

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, AUGUST, 1968

STATE	Total Positions 8/1/68	Number of New and Replacement Teachers Employed to 8/1/68	Teachers Still Needed 8/1/68	Total Teachers Needed	Estimated Number of Teachers Needed by 1970	New Positions Added During Past Yr.
			Central Region			
Illinois	518	74	1	75	550	25
Minnesota	386	56	13	69	446	26
Ohio	385	53	2	55	465	29
Wisconsin	305	47	1	48	325	12
Kentucky	281	24	3	27	285	3
Indiana	262	28	5	33	275	13
Missouri	250	12	0	12	270	8
Iowa	248	45	8	53	270	10
Michigan	234	36	0	36	250	7
Kansas	189	34	8	32	185	4
Nebraska	116	27	2	29	125	2
North Dakota	71	8	2	10	83	0
South Dakota	67	1	3	4	70	0
TOTAL FOR REGION	3312	445	48	493	3599	139

TABLE 6 (continued)

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, AUGUST, 1968

STATE	Total Positions 8/1/68	Number of New and Replacement Teachers Employed to 8/1/68	Teachers Still Needed 8/1/68	Total Teachers Needed	Estimated Number of Teachers Needed by 1970	New positions Added During Past Yr.
			Pacific Region			
California	482	60	0	60	500	20
Washington	135	14	5	19	150	4
Oregon	128	19	3	22	120	4
Colorado	88	12	3	15	85	0
Idaho	72	8	0	8	80	0
New Mexico	62	8	0	8	61	2
Montana	61	9	0	9	65	2
Utah	58	9	0	9	62	8
Arizona	58	13	2	15	70	4
Wyoming	52	4	0	4	40	2
Hawaii	36	4	4	8	36	0
Nevada	16	5	1	6	20	2
TOTAL FOR REGION	1248	165	18	183	1289	48

TABLE 6 (continued)

TEACHING POSITIONS IN VOCATIONAL AGRICULTURE
BY STATES AND REGIONS, AUGUST, 1968

STATE	Total Positions 8/1/68	Number of New and Replacement Teachers Employed to 8/1/68	Teachers Still Needed 8/1/68	Total Teachers Needed	Estimated Number of Teachers Needed by 1970	New positions Added During Past Yr.
		Southern Region				
Texas	1,155	145	0	145	1,225	25
North Carolina	607	35	7	42	615	5
Oklahoma	392	33	0	33	393	5
Alabama	391	29	8	37	425	5
Georgia	372	24	5	29	380	10
Virginia	340	35	6	41	350	6
Florida	309	36	2	38	360	12
Mississippi	307	32	3	35	290	0
Arkansas	301	38	6	44	315	3
South Carolina	296	31	10	41	320	5
Tennessee	291	25	0	25	300	4
Louisiana	283	15	0	15	295	5
TOTAL FOR REGION	5,044	478	47	525	5,267	85
TOTAL FOR THE UNITED STATES	10,606	1,265	141	1,406	11,288	323

Agricultural Education Graduates by Regions

The number of persons qualified for teaching vocational agriculture by state and region is shown on Table 7. Nearly half of all qualified graduates were prepared in the Southern Region which had a total of 589 qualified persons. The next largest number were prepared in the Central Region with 460, and the Atlantic Region was lowest with only 103.

Of the 76 institutions preparing teachers of vocational agriculture the four universities with the largest number of qualified graduates in agriculture education in 1968 were: Oklahoma State University with 79, Ohio State University with 56, Texas A & M with 49, and Texas Technical College with 47.

TABLE 7

EMPLOYMENT OF GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1967-68 SCHOOL YEAR

State	Institutions Reporting	Numbers of Qualified Graduates, 1967-68 School Year			Total Qualified Graduates
		Teaching Vo-Ag	In Armed Forces	Otherwise Employed	
	North Atlantic Region				
Connecticut	University of Connecticut	4	--	3	7
Delaware	University of Delaware	1	--	1	2
Maine	University of Maine	--	--	--	0
Maryland	University of Maryland	1	--	3	4
	Maryland State College	--	--	4	4
Massachusetts	University of Massachusetts	11	1	5	17
New Hampshire	University of New Hampshire	--	--	1	1
New Jersey	Rutgers University	1	--	4	5
New York	Cornell University	12	4	11	27
Pennsylvania	Penn. State University	13	2	3	18
Rhode Island	University of Rhode Island	2	2	3	7
Vermont	University of Vermont	3	--	--	3
West Virginia	West Virginia University	5	1	2	8
TOTAL FOR REGION		53	10	40	103

TABLE 7 (continued)

EMPLOYMENT OF GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1967-68 SCHOOL YEAR

State	Institutions Reporting	Numbers of Qualified Graduates, 1967-68 School Year			Total Qualified Graduates
		Teaching Vo-Ag	In Armed Forces	Otherwise Employed	
	Central Region				
Illinois	Illinois State University	19	6	14	39
	Southern Illinois University	13	3	9	25
	Univ. of Illinois	12	2	10	24
Indiana	Purdue University	23	3	7	33
Iowa	Iowa State University	22	5	4	31
Kansas	Kansas State University	8	1	4	13
Kentucky	University of Kentucky	19	1	2	22
Michigan	Michigan State University	25	2	4	31
Minnesota	University of Minnesota	25	2	5	32
Missouri	University of Missouri	28	2	7	37
Nebraska	University of Nebraska	18	4	4	26
North Dakota	North Dakota State University	9	5	1	15
Ohio	Ohio State University	37	4	15	56
South Dakota	South Dakota State University	9	4	3	16
Wisconsin	University of Wisconsin	4	--	7	11
	Wisconsin State Univ. - River Falls	19	4	16	39
	Wisconsin State Univ. - Platteville	3	--	7	10
TOTAL FOR REGION		293	48	119	460

TABLE 7 (continued)

EMPLOYMENT OF GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1967-68 SCHOOL YEAR

State	Institutions Reporting	Numbers of Qualified Graduates, 1967-68 School Year			Total Qualified Graduates
		Teaching Vo-Ag	In Armed Forces	Otherwise Employed	
	Pacific Region				
Arizona	University of Arizona	5	1	1	7
California	Californis State Polytechnic	34	--	1	35
	Univ. of California, Davis	22	--	2	24
Colorado	Colorado State University	12	3	3	18
Idaho	University of Idaho	9	--	1	10
Montana	Montana State University	9	--	3	12
Nevada	University of Nevada	2	--	2	4
New Mexico	New Mexico State University	10	--	1	11
Oregon	Oregon State University	12	--	2	14
Utah	Utah State University	4	2	1	7
Washington	Washington State University	13	--	2	15
Wyoming	University of Wyoming	3	2	--	5
TOTAL FOR REGION		135	8	19	162

TABLE 7 (continued)

EMPLOYMENT OF GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1967-68 SCHOOL YEAR

State	Institutions Reporting	Numbers of Qualified Graduates, 1967-68 School Year			Total Qualified Graduates
		Teaching Vo-Ag	In Armed Forces	Otherwise Employed	
	Southern Region				
Alabama	Alabama A & M College	5	--	1	6
	Auburn University	21	2	2	25
	Tuskeegee Institute	1	2	2	5
Arkansas	A. M. & N. College	2	--	--	2
	Arkansas State University	8	1	4	13
	University of Arkansas	12	--	6	18
Florida	Florida A & M University	19	2	9	30
	University of Florida	20	--	2	22
Georgia	Fort Valley State College	--	--	2	2
	University of Georgia	4	1	2	7
Louisiana	Louisiana State University	9	--	3	12
	Southern Louisiana	--	--	6	6
	University of S. W. Louisiana	3	--	6	9
Mississippi	Alcorn A & M College	7	2	5	14
	Mississippi State University	22	1	8	31
North Carolina	North Carolina State University	17	--	--	17
	A & T State University	9	--	2	11
Oklahoma	Oklahoma State University	40	16	23	79
Puerto Rico	University of Puerto Rico	1	--	--	1

TABLE 7 (continued)

EMPLOYMENT OF GRADUATES IN AGRICULTURAL EDUCATION
BY STATES AND REGIONS DURING THE 1967-68 SCHOOL YEAR

State	Institutions Reporting	Numbers of Qualified Graduates, 1967-68 School Year			Total Qualified Graduates
		Teaching Vo-Ag	In Armed Forces	Otherwise Employed	
	Southern Region (continued)				
South Carolina	Clemson University	5	4	8	17
	South Carolina State College	9	2	3	14
Tennessee	Tenn. A & I State University	--	--	2	2
	University of Tennessee	12	--	2	14
Texas	Texas A & M University	15	9	25	49
	East Texas State University	31	2	8	41
	Prarie View A & M College	--	2	2	4
	Sam Houston College	8	6	8	22
	South West Texas State College	4	3	4	11
	Stephen F. Austin State College	4	--	5	9
	Texas College of A & I	7	8	3	18
	Texas Technological College	13	4	30	47
Virginia	Virginia State College	1	2	4	7
	Virginia Poly Institute	19	--	5	24
TOTAL FOR REGION		328	69	192	589
TOTAL FOR UNITED STATES		809	135	370	1314

SUMMARY

The shortage of teachers of vocational agriculture continued in 1968. A total of 942 replacements were needed during the school year. One hundred and forty-one teachers were still needed but unavailable on August 1, 1968 and 65 departments were unable to operate in 1968 because of the teacher shortage. The rate of turnover decreased slightly from 10.8% to 8.9%, and a somewhat larger number of teachers with temporary or emergency certificates were reported in 1968. A total of 289 teachers held such certificates.

Persons qualified for teaching vocational agriculture during 1968 totaled 1,314; but only 809 or about 62% entered teaching. The percent entering teaching was about the same as for recent years. A total of 10.3% of those qualified entered the Armed Forces, and 7.5% entered teaching as a teacher of some subject other than vocational agriculture.

Evidence that recruitment efforts are paying off is shown in the fact that the number of qualified agricultural education graduates increased from 1,038 in 1965 to 1,314 in 1968. This increase, however, was offset by an increase in the number of teaching positions which rose from 10,378 in 1965 to 10,606 in 1968.

The types of teaching positions in vocational agriculture in 1968 indicated an increasing number which involved new programs of vocational agriculture. Over one-third of all teachers were teaching at least one class in preparing students for off-farm agricultural occupations, and 6% of the teachers were full time teachers in these new programs. Nearly 65% of teachers were offering both high school and out-of-school classes, and nearly one-third of all teachers were located in multiple teacher departments. Ninety-four percent of the teachers were located in general or comprehensive high schools.

SUMMARY (continued)

The above facts suggest that teachers of vocational agriculture assisted and supported by the entire profession of agricultural education can increase the supply of qualified teachers of vocational agriculture. They suggest that recruitment provides teachers without lowering certification standards or turning to an easy solution of the problems of teacher shortage.

There is no question but that a shortage of teachers still exists, and that continuing efforts in recruitment must be made. Most would agree, however, that the goal for recruitment should be a supply of teachers sufficient to permit some selection of those who would teach. To meet such a goal requires the continuing recruitment effort on the part of all segments of the profession of agricultural education.

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SURVEY OF TEACHER SUPPLY AND DEMAND IN VOCATIONAL AGRICULTURE

Name _____ Position _____ State _____

1. Number of teachers of vocational agriculture in your state during the 1967-68 school year. _____

2. Number of replacements needed for the above teachers during the past year. _____

3. Number of new and additional positions in teaching vocational agriculture which became available during the past year. (7/1/67 to 6/30/68).
_____

4. Number of newly qualified candidates for teaching vocational agriculture still available (8/1/68). _____

5. Number of vocational agriculture teachers still needed (8/1/68) but not available. _____

6. Number of vocational agriculture teachers last year who held emergency or temporary certificates. _____

7. Number of departments which probably will not operate this year because of the teacher shortage. _____

8. Estimated total number of teaching positions in vocational agriculture in full-time equivalents in your state by 1970. _____

9. Of the total number of reimbursed vocational agriculture teachers in your state during this past year, how many teachers:

Kind of Students

9.1 taught adult and young farmer classes only _____.

9.2 taught high school classes only _____.

9.3 taught both high school and out-of-school classes (adult and/or young farmer classes) _____.

9.4 taught other types of post-high school classes _____.

Kind of School

9.5 taught in post-high schools, technical institutes, and/or community colleges _____.

9.6 taught in general or comprehensive high schools_____.

9.7 taught in vocational schools _____.

Size of Staff

9.8 taught in single teacher departments _____.

9.9 taught in multiple teacher departments _____.

Kinds of Programs

9.10 taught full time in production agriculture programs _____.

9.11 taught part time in production agriculture programs _____.

9.12 taught full time in programs such as agricultural supplies, agricultural mechanics, agricultural products (processing), ornamental horticulture, agricultural resources and recreation, and forestry _____.

9.13 taught part time in programs such as agricultural supplies, agricultural mechanics, agricultural products (processing), ornamental horticulture, agricultural resources and recreation, and forestry _____.

Number qualified for teaching vocational agriculture from your college or university 6/30/67 to 7/1/68 _____. Number who were qualified in these academic years: 1961-62 _____; 1962-63 _____; 1963-64 _____. Of these qualified in 1968, how many entered the following occupations.

Teaching Vo-Ag	_____	Farming	_____
Teaching other subjects	_____	Graduate work	_____
Farm sales service or supply	_____	Armed Forces	_____
		Other	_____

Total enrollment in agriculture including agricultural education in your institution for the year 1959-60 _____; 1964-65 _____; 1967-68 _____.

Signed_____Institution_____